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arts." And again it is shown that "it is, in general, the endowed colleges which are persisting in the requirement of Latin. The universities bearing a state name which retain a Latin requirement, either for admission or in college, are with one exception universities in southern states."

An appendix in great detail presents "Latin and Greek Requirements of Seventy-six Colleges and Universities," the "Number and Percentage of Students Electing Latin in the Freshman Year in Institutions Requiring Latin for Entrance," and the "Number and Percentage of Students Offering Latin for Entrance and Electing Latin in the Freshman Year in Institutions Requiring no Latin for Entrance or in College."

The situation as regards Latin has, of course, been known in a general way for some time. Since this pamphlet now presents definite information statistically and in detail, it should prove very useful to those interested in this problem.

In his discussion Dr. Eliot urges that, since so many schools are giving up Latin, the universities, to keep in close touch with the schools, should give up their requirements. He adds "behind this immediate reason for dropping Latin requirements, however, lies an increasing sense of their inexpediency in a democracy which wishes to have secondary and higher education as accessible as possible to all competent youth." And in another place: "In order to accommodate the changed schools to the changed colleges, there should be more options in the terms of admission to colleges, and no requirements within the colleges themselves of the traditional subjects—Latin, Greek, mathematics, and elementary history and philosophy." As is here made clear the problem is not one which concerns Latin requirements only, but one which has to do with the whole matter of definitely required subjects and electives. The problem is not given adequate treatment in this pamphlet.

On page 19 Dr. Eliot states, "Many parents and educational administrators think that the new subjects and teachers ought to have a free opportunity to prove this contention (of the equal educational value of modern languages, English, the sciences, and history compared with Latin). That is all the proposal to abolish the requirement of Latin for the degree of bachelor of arts really means." Can not a fair opportunity be given without abolishing the Latin? One must doubt the wisdom of a proposal to abolish any required subject, which has not yet been proved wholly without value, for any contention or experiment no matter how promising the outlook. And particularly so in the light of Dr. Eliot's own words on page 12, "Nothing but long experience can fully demonstrate that the

new subjects and the new methods are capable of producing as powerful and serviceable men and women as have developed during the regime of the old subjects and methods."

Dr. Eliot does not favor giving up Latin entirely, but states that it should "unquestionably be retained as an elective college subject, and should be accessible to the pupil in all well-endowed and well-supported secondary schools, public or private." And yet after this statement, strangely enough, there is an argument, almost a tirade, against Latin, Greek, and all therewith connected. Pages 13 to 16 contain amazing statements on Athenian and Roman governments, law, and literature, and the value of studying them.

Dr. Eliot points to certain serious faults in the Athenian government, and certainly that democracy had its faults; but that can not take away all value from the study of it. It offers an almost unique case of absolute democracy, of direct rule by the citizens. It fostered a civilization which produced an Aeschylus, a Plato, and the Parthenon. Its faults as well as its successes still have their lesson for later generations.

Again it is stated that "for any student of governmental organization the British Empire is a better subject of study than the Roman." In favor of the British Empire it is urged that it is larger, its success more striking (an uncertain claim) and its durability greater (a question for the future to decide). Suppose that these statements are true, it still remains that the Roman government and civilization are the basis of modern civilization, and for that reason alone their study will always have a peculiar value. But why choose between the two as topics for study? Both are important.

Again is it necessary to depreciate the value of Greek and Roman literature in order to favor the study of English literature? Granted that English literature is "richer, more various, and ampler in respect to both form and substance," is that any argument against the study of those literatures which have profoundly influenced the literature of all Europe?

There is practically no discussion of the positive value of Latin language study, although to that study particularly objection is made.—G. A. HARRER.



WHITSETT, WILLIAM THORNTON. SABER AND SONG: A BOOK OF POEMS. Whitsett Institute, Publishers, Whitsett, N. C. 1917. Pp. 156. Price, \$1.25.

In this volume of verse the President of Whitsett Institute, well known to North Carolinians as one of

the leading teachers of the State, reveals himself as a poet of no mean order. Already his book has attracted the attention of a number of America's foremost authors and critics and by them it has been accorded high praise. It is easily one of the two or three most worthy poetic productions by North Carolina authors that have appeared since the publication of McNeill's *Songs Merry and Sad* which came out in 1906. There is a variety of theme and meter coupled with a beauty of expression showing versatility not usually found in the common run of present day American poets.

The chief poem is *An Ode to Expression*. It opens with these excellent lines:

In all our earth there is no finer joy  
Than when rare concept stands outlimned entire  
In final loveliness. Temple and toy  
Alike delight as they fill man's desire.  
The ecstatic day  
The rapt ceramic artist turns his clay  
To some ethereal, amphoral way  
Of dream that burns his brain as he, his wares,  
Stands consecrate forever; for it shares  
The immortality which clings to all  
Supremest things which holds the race in thrall.  
\* \* \* \* \*

In *The Soul of the Sea* fine skill is shown in the handling of a difficult meter and there is a musical swing not unlike that of Poe. I quote the first of the seventeen stanzas:

The swimmer is swept by the tides  
Which caress him as onward he glides,  
So, yielding, I swim in the sunlight which God of His goodness  
provides;  
I reach to the wave with its roll,  
Conceding its constant control,  
And sharing its movement majestic I speed to my ultimate  
goal.  
\* \* \* \* \*

Other selections taken at random illustrate further the variety of theme and form:

#### BOB WHITE! WHEAT'S RIPE!

When May's sweet flowers, and happy hours,  
Have melted into June;  
And o'er the hills the farmer trills  
His happy harvest tune;  
Then pure and clear, and sweet, we hear:  
"Bob White, wheat's ripe!  
Bob White, wheat's ripe!"  
\* \* \* \* \*

#### THE MARTYR'S GIFT

The roads that lead the races on  
Are marked by martyrs' fires;  
And in the ages that are gone  
Oft-times the funeral pyres  
Send out their flames, a living blaze,  
To light the world from error,

To glorify all coming days,  
And free man's mind from terror.

\* \* \* \* \*

#### NOVEMBER

The burst of bud and bloom has fled  
And every weed is stark and dry,  
A cloth of gold now decks the bed  
Where soon pale Autumn's corse must lie.  
The brook in paths of brown slow creeps  
To pools that feel the coming chill;  
The shifting, leaden cloud now weeps,  
Then creeps behind the barren hill.  
\* \* \* \* \*

Dr. Whitsett has produced a worthy piece of work that is quite deserving of the recognition it is receiving in high places.—N. W. W.



DAVENPORT, E. *EDUCATION FOR EFFICIENCY*, 196 pages. D. C. Heath & Co., 1909, 1914.

In view of the ever increasing interest of teachers in agricultural and industrial education it is well, perhaps, to call the attention of teachers once more to this general treatise of the field of vocational education.

The book is an earnest plea for the necessity of providing an education suited to the needs of all the children of all the people. Many of the points concerning a more general diffusion of educational privilege have been realized since the book was originally published. Many more remain to be realized.

Teachers of agriculture in both the elementary and high schools will find in the last seventy-five pages of the book a deal of suggestive and stimulating material.—L. A. W.



POOL, BETTIE FRESHWATER. *AMERICA'S BATTLE CRY AND OTHER NEW WAR SONGS*. Published by the Author, Elizabeth City, N. C. 1918. Pp. 20. Price, 50 cents.

This is a booklet of twelve patriotic lyrics written to old familiar tunes and dedicated to our American soldiers. "Its purpose," in the words of the preface, "is to cheer them, stimulate patriotism, and arouse buoyant hopes of victory." The twelve lyrics are: "America's Battle Cry," "The Call Has Come," "It's Too Late, Kaiser Bill," "Rally Round the Flag, Boys," "Don't Call Me a Slacker," "Hindenburg and Kaiser Bill," "American Camp Song," "Hang Up His Scepter and His Crown," "Goodbye, Kathleen," "Whisper the Prayer That I Learned at Your Knee," "The Soldier's Message," and "O, My Country, 'Tis for Thee." The songs are full of patriotic fervor and military spirit. It is the hope of the author that the